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ABSTRACT

Intended for use with students in secondary school English and language arts classes, this guide provides a number of ways to use newspapers in the classroom. The guide is designed to help teachers and students with ways for starting newspaper activities; with reading, writing, speaking, listening, and thinking opportunities; and with possibilities for making newspaper reading an enjoyable experience. The guide provides approximately 45 activities, including (1) writing found poems, (2) preparing a newspaper collage, (3) getting the reader's interest, (4) writing picture captions, (5) writing parodies, (6) detecting sex role stereotyping, (7) preparing an advertising campaign, and (8) using humor. An activities index and a glossary of newspaper terms are appended. (FL)

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The Newspaper in Secondary English and Language Arts

A Teaching Guide of Suggested Classroom Newspaper Activities

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FORWARD

Newspapers are potent instruments of communication and education, for they contain a wide range of items dealing with current as well as historical events. For full benefit, however, they must be properly used and in a variety of ways.

Schools are logical places to exploit their value, for thoughtful faculty can assist students in dealing intelligently with the great range of information they contain.

It is good that over time there has been an appropriate liaison between members of our faculty and the working press in the development of a curriculum based on the use of newspapers for students of varying ability at both the elementary and secondary school level.

I am persuaded that as a result of this joint effort the use of the newspaper will prove to be both an instructional as well as an informative experience for the students whose interests have been central to this effort.

John B. Davis, Jr.
Superintendent
Minneapolis Public Schools

This guide was prepared by the Curriculum Division of the Minneapolis Public Schools under the direction of the Department of English and Humanities and the Department of Social Studies.

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Revised February 1977

INTRODUCTION

The newspaper as it exists in relatively open societies is a phenomenon that needs to be understood, preserved, influenced and used. It is to these four purposes, especially the last, that we devote these guides. We stress the use of the newspaper because we feel that by its use its necessity will be understood, making its preservation a concern and a commitment for our students. We are convinced that concerned and committed readers cannot but have considerable influence on the way a newspaper develops and on the way it adheres to a philosophy and dedication to its community responsibility.

Knowing the newspaper becomes the result of using the newspaper, and these guides (one for English, one for social studies, and one for elementary classes) suggest many, but not all, ways of using newspapers. The guides are simple in organization, relying primarily on learning activities that are intended to serve as models for other student and teacher generated activities. We do not disdain the acquisition of knowledge whether about the newspaper itself or from the newspaper, but our elemental stress is upon ways that help students to think and to learn, to conceptualize and to solve problems.

We believe that the newspaper is an ideal contemporary medium for gaining and judging information, for keeping abreast of events, for becoming broadly educated and more thoroughly acquainted with local, national and international concerns. We see these experiences as humanizing because of a sharing in the realistic, day-to-day experiences of other human beings.

We are convinced that newspapers provide all manner of topics for discussion, for research, for reading and for writing, that they are timely with a range of appeal and levels of difficulty.

The guides should help teachers and students with ideas, with ways of starting activities and units, with reading, writing, speaking, listening, and thinking opportunities and with possibilities for making newspapers pleasurable and entertaining.

In no way, however, can these guides replace the teacher, who must remain with true improvisational spirit behind everything that is done. In fact, teachers using these guides are encouraged to reproduce, alter, add or subtract from them in any way.

Seymour Yesner, Consultant, English and Humanities
John Bastolich, Consultant, Social Studies

Dear Teacher:

Hand your students newspapers, say nothing, and watch them explore. One student turns immediately to Ann Landers, another to the sports section, someone else to the comics, and still another to Jeane Dixon. Perhaps when you read the paper you begin out of a sense of duty, at the front page. You read methodically and sequentially through news stories, editorials, business news, human interest and feature stories, eventually working your way back with a sense of mounting excitement to your childhood love: the "funnies". Your students, however, are probably more spontaneous. We invite you to build on that spontaneity.

So, before you try out any of these ideas, we encourage you to give your students free time with newspapers: time to browse; to call out comments to their friends about what they are reading; to get deeply involved in some articles; to work the crossword puzzle; to look for a motorcycle in the classified ads, or to cry a little inside over a Robert Smith column. Find out what your students are drawn to (even though you think you might know). Then look through this grab-bag of resource materials for ideas and activities which you think will excite your particular students.

This book is designed to be used in many ways. Some of the activities might be incorporated into a conventional newspaper unit (of which there are plenty), some are warm-up activities that can be expanded on or varied by you and used over and over again. Others are models of ways in which specific kinds of newspaper articles can be tied into almost any unit or elective course you are teaching. Still others give your students a chance to develop personal and formal writing skills, critical thinking abilities and reading aptitudes. Many even show how to use the newspaper as a way into the writing and appreciation of poetry. It is our hope that teachers will use their amazing improvisational abilities to enhance any or all of the ideas in this book.

We found it difficult to categorize this collection, so the arrangement we arrived at is fairly arbitrary with lots of overlap. Feel free to re-arrange, to change, to enlarge whatever you find here. But most of all we hope you and your students will have fun with these activities even while they are developing lifelong interests in exploring and reading a daily newspaper.

The Authors

ACTIVITY 1

A STARTER ACTIVITY FOR ANY NEWSPAPER UNIT

Before using the newspaper with any group of students, it will be both interesting and profitable for the teacher to get an idea of which stories and features command the attention of members of that group.

1. Let the students handle the paper with no direction or guidance for the first class period. Observe what sections or pages seem to be commanding the attention of the most students.

2. On the second class day, ask the students to read or skim only those things that interest them and then list them on the chart below. (Students list in the order in which they read each thing.)

Example:

Name or descrip. of kind of "things" read. See "key", for more identific.	Key	I read the entire thing	I read head-line only	I read part of the thing	I skim-med the thing	I looked at the picture only.
1. Best Little Buy ...	Dis				X	
2. Rapid Transit	N			X		

KEY

N - News or feature story
Ed - Editorial, Column, Letter to the Editor
Com - Cartoon, Comics
Pic - News Photo
Dis - Display Ad
Clas - Classified Ad
Sp - Special Feature

3. Compare your class observations on the first day with the student check sheets. Use results as a guide for future newspaper activities.

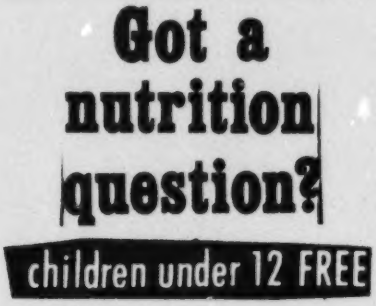
ACTIVITY 2

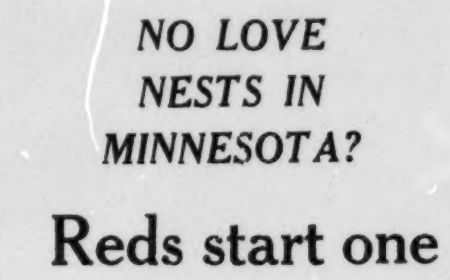
QUESTIONS - ANSWERS/STRANGE NEW CONNECTIONS

(To the teacher: The exercise below and the one following might prove interesting launching pads for an exercise in creative poetry writing.)

1. Ask one-half of the class to look through the newspapers for questions (usually in ads, sometimes in headlines) and the other half to find "answers" (i.e. simple statements that might be answers).

2. Each student pastes each question and each answer on a quarter sheet of construction paper (use one color for questions, another for answers).





3. Bring class together and have all questions dropped in one Grab Bag and all answers in another.

4. Each student draws out one question (not his own) and one answer (not his own).

5. Take turns reading questions and answers at random out loud.

ACTIVITY 3

POETIC LANGUAGE IN THE NEWSPAPER

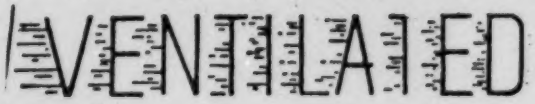
1. Give the students some examples like the following:

Cold days, dark nights parallelism

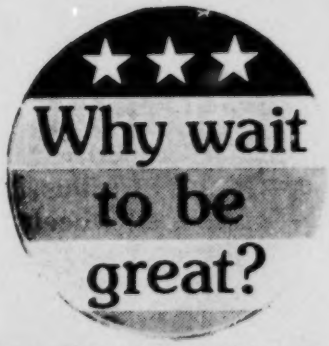
repetition

BUY NOW! SAVE NOW!

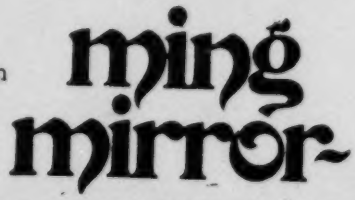
concrete poetry



personification



alliteration



rhyme

2. Ask them to search through the newspaper for additional examples for a class collection.

3. Once the collections are gathered, have the students make: 1. One or more posters or booklets displaying their individual collections; 2. A class mobile using the examples in the collection; 3. A large poster with contributions from everyone in the class.

ACTIVITY 4

"I HEAR AMERICA SINGING" IN THE WANT ADS

1. After the students have read the Walt Whitman poem, "I Hear America Singing", ask them to look through the classified ad section of the newspaper. They should select and clip one occupation that appeals to them either because they might like to do that job or because they are intrigued by the unusual nature of the job.

NURSES
Full—Part Time
Immediate openings for EX ENCED NURSES in the fo areas.
MEDICAL
KEYPUNCHER
Immed. opening, 1-2 yrs. exper. IBM 129. Days, Mon.-Fri. Varied punching. Steve Sorensen, 332-2511.
Geo. A. Clark & Son
901 N. 3rd St., Mpls.
An Equal Opportunity Employer
MACHINISTS
Capable of setup & operation of milling machines, drills, & lathes. Modern air conditioned plant. Growing co pany, good fringe benefits, an eq opportunity employer.
L MR. ERDAHL 941-3300
ESEARCH, INC.
Rd. 18 & Crosstown Hwy.
Sales/Promotions
Trainee
$10,000 + CAR 1ST YEAR
Exclusive Listing — Fee Paid
Full
We will
TELEPHONE SOLICITORS
$2.25 HR. PLUS $7 PER LEAD
company benefits.
922-

2. Using career guidance materials from your school's counseling office or library, have the students gather information about the occupation they have chosen.

3. Ask them to write a short paragraph describing what this particular worker contributes to our society by the work he does.

4. Then show them the Whitman poem again (and perhaps other poems which talk about the work people do) and explain that they are to write a collaborative class poem. Each person writes a line singing praises of the worker he or she has chosen to find out about.

MORE:

1. Students find a machinist or a nurse or architect and interview her or him about her or his job.

2. Students write a short newspaper story (suitable as a feature story) about the person they interviewed.

3. Students read, or the teacher reads aloud to them short excerpts from Studs Terkel's book, Working (i.e. his interviews with people about what they do all day and how they feel about it).

ACTIVITY 5

FOUND POEM

1. Look through the newspaper for a short human interest story.

2. Clip apart the story and paste the parts on a sheet of paper so the lines look like poetry rather than the prose of a newspaper article. The "found poem" printed below is a good example.

Linda failed to return home
from a dance Friday night.
On Saturday
she admitted she had spent the night
with an Air Force lieutenant.

The Pratts decided on a punishment
that would "wake Linda up".
They ordered her
to shoot the dog
she had owned about two years.

On Sunday
The Pratts and
Linda
took the dog into the desert
near their home.

They
had the girl
dig a shallow grave.
Then
Mrs. Pratt
grasped the dog between
her hands and
Mr. Pratt
gave
his daughter
a .22 caliber pistol
and told her
to shoot the dog.

Instead,
the girl
put the pistol
to her right temple
and shot herself.

The police said
there were no charges
that could be filed
against the parents
except possibly

cruelty
to
animals.

3. Exchange your "poem" with a classmate.

4. See if the classmate can find the original article in the newspaper from which you created the "found poem".

5. Discuss with your classmate whether you feel a different response to this "story" after reading it as a newspaper article and as a "found poem".

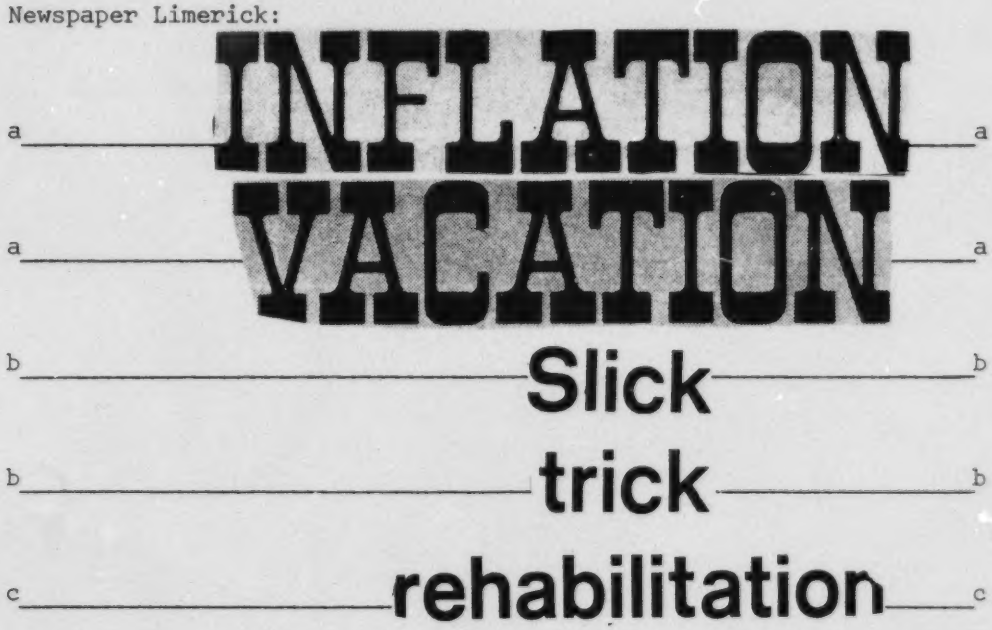
ACTIVITY 6

WRITING LIMERICKS FROM NEWSPAPER HEADLINES AND ADS

1. Read aloud some limericks. Ask the students if they know any by heart. Write one on the board. Read it aloud in unison, stressing the rhythm and rhyme scheme.

2. Ask students to find five words from headlines or ads (they must select two sets of two words each which rhyme according to the following rhyme scheme - a,a,b,b,c).

Newspaper Limerick:



3. Ask them to paste their words on a sheet of paper as demonstrated in the example above.

4. Exchange sheets and ask the students to try to write their own limericks, using the words as arranged.

5. Have students pair off with the person whose original words they have. Join two pairs. In groups of four, read their limericks aloud to each other. Decide on the best limerick in each group of four.

6. Gather the whole class. Have the best limerick in each group of four read aloud to the whole class.

7. Type limericks on ditto and distribute next day to everyone in the class.

ACTIVITY 7

A NEWSPAPER COLLAGE

1. Look through a newspaper and cut out any words or phrases in the headlines or ads which catch your attention.

2. When you have a pile of fifteen or twenty words and phrases, lay them out on your desk and move them around forming different arrangements. Play around with several combinations until you find one that appeals to you or that makes some kind of sense - or nonsense.

3. When you have an arrangement that you are satisfied with, paste the words on a piece of construction paper.

Example:

4. Share your "collage poem" with the rest of the class.

MORE:

Cut out fifteen or twenty words and phrases, place them in an envelope and exchange them with a classmate. Try to make a "collage poem" with words and phrases someone else has chosen.

ACTIVITY 8

ALLITERATION IN THE PAPER

1. Have students find and clip newspaper examples of alliteration in word usuage. Use ads and news story heads.

   Examples:

Pinch a pretty penny on Peter Piper.

Be persnickity. Now's a perfect point in time to proclaim your partiality for Peter Piper's pickles. 7¢ is a pretty profit on palate-pamperers as pleasingly plump as Peter's Kosher Dills. As perky as Peter's Sweet Crispy Slices. As peppy as Peter's pickled Onions, Tomatoes, and Peppers

Don't procrastinate. Don't pussyfoot. Proceed promptly to your pet pickle emporium and Peter will (pardon the phrase) prune 7¢ off the price.

The bicycle boom has brought bad bikes on market with good

2. Ask students to print their own names with one letter under the other.

   Examples:

L **LUSCIOUS** LEMON FRESH
I
N
D
A

J
A
M
E *Easy*
S

3. Then they are to find words from the newspaper which begin with the same letter as the letter in their name. These words must describe them or be like them in some way. If they find a word with the correct initial letter whose meaning they do not know, they may look it up in the dictionary to see if it applies to them.

MORE:

They may choose a name they would hate to have been given and find in the paper all the nasty, negative words they associate with that name.

ACTIVITY 9

POETRY IN THE PAPER

1. Using the poem "Sometime During Eternity" by Lawrence Ferlinghetti (Beowulf to Beatles: Approaches to Poetry; The Free Press; 866 Third Avenue, New York, New York, 10022; p. 53):

   (A) Reproduce the poem and hand it out to the class.

   (B) Discuss with the students the meter and word arrangements of Ferlinghetti's style.

   (C) Discuss the impact of the poem on the reader.

2. Then, ask each student to select a human interest story or news photo (similar to the examples below) from the newspaper and use them to write their own Ferlinghetti-like poem. They should use the facts from the news photo or news story as the basis for their poem.

FAITHFUL OWL KEEPS TOLL-TAKER COMPANY

JUPITER, Fla. (AP) — The owl and the toll-taker sit side by side, keeping each other company night after night at a lonely turnpike exit.

"I talk to him all night," says Charlie Wargo, 52. "I ain't got nothing better to do, you know."

Wargo, an Army retiree, works the 11 p.m. to 7 a.m. shift at the Florida Turnpike's Jupiter exit, about 15 miles north of West Palm Beach.

He says his night-owl companion began visiting him earlier this summer and usually stays for most of the shift.

The owl perches on an ultraviolet [illegible] lamp at Wargo's tollbooth or [illegible] nearby [illegible] sur[illegible]n or

Some very
lonely night the
Owl and the
Toll-taker can be seen and
like old friends one talks and
one listens as they pass the
time of
summer's
warmth before the winter
SNOW

Minneapolis Star Photo by Charles Bjorgen

For a special treat
one Fourth of July
our neighborhood grandmother
who never spoke to us kids during the
WINTER
gave
each n o
one of us a s w she had in her freezer
l b
l a

3. Discuss with the class the differences in impact on the reader between the poetry and the newspaper writing style.

ACTIVITY 10

POETRY IN THE PAPER

1. Find an article in the newspaper that has high interest, rhythmatic language, figures of speech, metaphor - in other words, an article that is "poem-like", an article such as the James Brown one below.

James Brown puts soul in motion

By Sammye Malosky

JAMES BROWN brought soul to the Auditorium Theatre Saturday night—black, beautiful, bouncy, boisterous soul. And until you see James Brown in person you have only the foggiest notion of what soul really is.

Sure, he has the soul sound. That hoarse voice of his can screech and wail and croon in a remarkab[illegible] explosion of power. The rhythm and blues side of so[illegible] the orchestra'

R[illegible]

perpetual motion from the moment he steps on stage and grabs the mike.

EVEN WHEN he is standing still, those rubbery legs are jiggling this way and that. You can see the muscles rippling underneath his white round-neck sweater and the black stripe actually seems to move up and down the sides of his white slacks.

Nobody dances like James Brown. He has a body language all his own, as he moves his feet, knees and hands in 99 different directions. [Honest, he gives the illusion of having joints in every inch from his hips to his toes.]

The audience loved every second. Hundreds of stamping feet accompanied every song. Sometimes the audience identification was so strong that you felt like you had strayed into a religious revival.

James Brown's endurance will be legendary some day. The second half of the show is like a marathon. He doesn't end his songs so much as he slides from one into another by pivoting away from the audience or by dropping to his knees and springing up again.

"[illegible]bine" was the hi[illegible] the evening attrac[illegible]

2. Ask the students to underline phrases and lines that they find particularly exciting. Use the headline, perhaps, as a refrain: JAMES BROWN PUTS SOUL IN MOTION.

3. Then, with the students seated in a circle, go around the room and assign one phrase or line per student and do a choral reading of the article as a poem, like this:

> (A) (one student): black, beautiful, bouncy, boisterous;
> REFRAIN: (all) JAMES BROWN PUTS SOUL IN MOTION.
> (B) (one student): hoarse voice can screech and wail and croon;
> REFRAIN: (all) JAMES BROWN PUTS SOUL IN MOTION.

You might do it a second time with students standing, then moving about in James Brown fashion.

ACTIVITY 11

CREATIVE WRITING

Almanac / Index

Monday
July 15, 1974
196th day
169 to go this year
Sunrise: 5:50 a.m.
Sunset: 8:57 p.m.

Today's Weather:
Fair, warm

Details page 9B

Sunday's temperatures

a.m.	1	2	3	4	5	6	7	8	9	10	11	Noon
temp.	**70**	**70**	**70**	**68**	**67**	**68**	**70**	**71**	**73**	**75**	**78**	**81**
p.m.	1	2	3	4	5	6	7	8	9	10	11	Midn.
temp.	**83**	**85**	**86**	**86**	**86**	**85**	**84**	**82**	**79**	**74**	**70**	**67**

The Twin Cities weather will remain fair today and become generally warmer on Tuesday. Highs will be in the low 80s today, in the mid 80s tomorrow. Lows tonight will be around 60.

Other predicted highs: Minnesota, 70s north to 80s south; North Dakota, mid 80s east to mid 90s west; South Dakota, mid 80s northeast to near 100 west; Wisconsin, 70s northeast to low 80s southwest.

Born on the run

A Minneapolis four-year-old was intrigued when her mother told her about how she was born. On the mother's next trip to the doctor's office, the child went along. When the doctor came in, she said, "Hi! I'm Kara. I was born feet first, and you helped."

Business	9A	**Sports**	1-4C
Comics	8B	**Theaters**	7B
Editorial	8A	**TV, Radio**	11B

Telephones

372 4141	News General
372 4242	Classified
372 4343	Circulation

1. Using the Almanac/Index in today's newspaper, write a weather forecast for today which you would like to see if you were in charge of the weather. Make it funny if you wish.

2. Write an anecdote (like "Born on the Run") from something which has happened in your family - some funny thing one of your younger brothers or sisters has said or some strange event which might interest your reader. Read them aloud to each other. Decide on five of the best ones (after class discussion) and actually send them into the Tribune.

ACTIVITY 12

A PICTURE STORY

1. Look through a newspaper for a story with a picture. Cut out the story and the picture.

2. Cut apart the picture and the news story. Paste each on a separate sheet of paper.

3. Keep the story and exchange the news picture with a classmate.

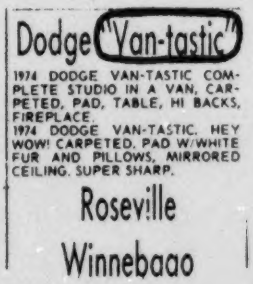
4. Using the "new" news picture you just received from your partner, write a news story to go with it.

5. Trade the "original" news story back with your partner now and compare your story with the original story.

ACTIVITY 13

GETTING YOUR READER'S ATTENTION AND HOLDING IT

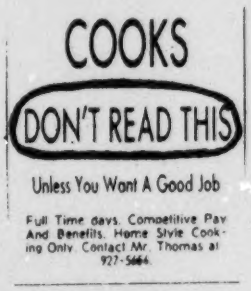
1. Skim through the classified ad section. As you skim draw a circle around each ad that leaps out at you. See sample ads shown.


Dodge "Van-tastic"

1974 DODGE VAN-TASTIC COMPLETE STUDIO IN A VAN, CARPETED, PAD, TABLE, HI BACKS, FIREPLACE.
1974 DODGE VAN-TASTIC. HEY WOW! CARPETED, PAD W/WHITE FUR AND PILLOWS, MIRRORED CEILING. SUPER SHARP.

Roseville

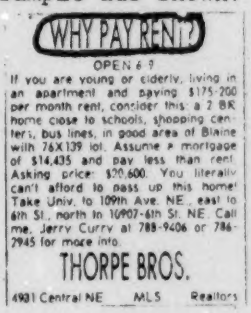
Winnebago


COOKS

DON'T READ THIS

Unless You Want A Good Job

Full Time days. Competitive Pay And Benefits. Home Style Cooking Only. Contact Mr. Thomas at 927-5664.


WHY PAY RENT?

OPEN 6-9

If you are young or elderly, living in an apartment and paying $175-200 per month rent, consider this: a 2 BR home close to schools, shopping centers, bus lines, in good area of Blaine with 76X139 lot. Assume a mortgage of $14,435 and pay less than rent. Asking price: $20,600. You literally can't afford to pass up this home! Take Univ. to 109th Ave. NE., east to 6th St., north to 10907-6th St. NE. Call me, Jerry Curry at 788-9406 or 786-2945 for more info.

THORPE BROS.

4931 Central NE MLS Realtors

2. Decide whether the writer of the ad manages to hold your attention beyond the heading.

3. Write an ad of your own in which you try to grab the reader's attention by a catchy heading and then hold it throughout the rest of the ad.

ACTIVITY 14

MAD ADS

1. Cut out ads which appeal to you. Use parts of the ads and recombine them in your own way to make crazy, new ads.

2. Illustrate your new ads with appropriately crazy pictures that show the product or service you are promoting. Use either your own drawings or combinations of drawings and pictures from actual ads.

Student Sheet

ACTIVITY 15

SILLY STORIES FROM SILLY HEADLINES

1. Cut out words and phrases from several headlines.
2. Arrange them in new silly headlines like these:

Books brawl on virgin prairie knoll

picnickers soften *in the grass*

doomed *snake* demand **brides**

3. Paste the new headline on a sheet of paper. (One headline per sheet.)
4. Hand your headline to another person in the class. She will give you one of hers.
5. Each of you is to write a silly story based on the headline.
6. When you are finished, read each other's stories.

ACTIVITY 16

PLAN YOUR OWN FUNERAL

1. Write a newspaper article including the kinds of details in the story below but imagining this funeral is yours. You may imagine that you are dying at any age and in any way you choose. For example, you may decide you have died after a long life of accomplishments and honors or you may decide you were cut down in a daring daylight bank robbery (live fast, die young, have a good looking corpse).

Mrs. King's rites draw dignitaries

Tribune News Service

Atlanta, Ga.
Mrs. Martin Luther King Sr. was eulogized Wednesday as the mother of "the most peaceful warrior of the 20th century" in funeral tributes at the small church where she was slain last Sunday during services.

Dignitaries led by the wife of Vice P
Ford
righ

accident, vowed to the hushed audience, "I'm not going to quit. I'm not going to let nothing get me down."

Leaning on the rostrum of the flower-decorat church and looking at the casket th few feet fro Kin

MORE (IF YOU CAN STAND IT):

Imagine that you are lying in your coffin and are able to hear what people are saying as they look at and pass by your corpse. Write down what you imagine each of the following say:

(A) Members of your family (list separately);
(B) Your priest, rabbi, or minister;
(C) Your high school biology (or whatever) teacher;
(D) Your kindergarten teacher;
(E) Your best friend's mother;
(F) Your employer (if you have one);
(G) Your best friend;
(H) Your boyfriend or girlfriend;
(I) Add your own choices.

ACTIVITY 17

PICTURE CAPTIONS

1. Give each student a different section of the newspaper (save old newspapers for this exercise).

2. Ask them to cut out and paste on a sheet of construction paper, one picture which they think is interesting. Do not include picture captions.

3. Collect the pictures and number them with a magic marker.

4. Ask the students to number a sheet of paper from one to however many pictures you have.

5. Pass the pictures around and ask the students to write a caption for each picture as they receive it. Tell them to write the caption on their sheet of paper opposite the number that corresponds with the number on the picture. Each student will look at and write a caption for all of the pictures in the collection.

6. Collect all the lists of captions.

7. Organize the students into groups of five. Redistribute the lists and pictures - five to each table.

8. Ask the students to discuss the captions for each of the pictures one by one and choose the best caption by group consensus. Star the winning caption.

9. When the students have finished the first five pictures, ask them to exchange pictures with another group (but keep their original list of captions), and proceed in this manner until all groups have evaluated the captions for all the pictures.

10. At this point, you might choose the best caption for each picture and compare it with original caption from the newspaper.

ACTIVITY 18

REVIEWING

1. Read a movie review.

2. Make a list of reasons why the reviewer liked the movie and a second list of the reviewer's reasons for not liking the movie.

3. Choose an event that is not ordinarily reviewed, something within your own experience, i.e. eating or cooking a hamburger at McDonalds, bagging or carrying out groceries, ironing a blouse, babysitting the neighbor kids, your dinner meal last night, etc.

4. List the reasons you enjoyed the experience and the reasons you did not enjoy the experience.

ACTIVITY 19

PEOPLE IN THE NEWS I ADMIRE

1. Search through the newspaper until you find a story or picture about a person you admire. This person can be a sports figure, a political figure, Ann Landers, a comic strip character or anyone else you care to choose.

2. Cut out the story and/or picture, paste it on a piece of paper. Underneath, write a list of all the qualities you admire in that person. Make as long a list as possible. Include trivial qualities as well as more important ones. (i.e. The shape of the person's nose as well as her enormous courage!)

3. Rank order your list from qualities most important to you to those least important.

4. Write a personality profile on the person you selected from the newspaper.

ACTIVITY 20

FACES IN THE NEWS: WRITING BIOGRAPHIES AND PLAYS

1. Cut out a large picture of someone's face from a newspaper photo. (Note: collect newspapers from the past four or five weeks. Use a different day's paper to avoid duplication.)

2. Paste the face on a sheet of construction paper and exchange your sheet with a classmate.

3. Study the face. Imagine what kind of person is "behind the face". Make up a name for your face and write a short biography.

4. Find a partner. Introduce your face picture to your partner's face picture. With your partner, write an imaginary conversation that might take place between your two "face people".

5. You and your partner should select two other classmates with "face people" and make a play using the "face people" as the cast.

6. Exchange your plays with others in the class. Read each other's plays and discuss them.

Student Sheet
(for partners)

ACTIVITY 21

CAN YOU FINISH THIS STORY?

1. Find and clip from your newspaper one or more short interesting news stories. Cut the story (s) in half as shown in the examples below.

Examples:

Residents town pray

United Press In

Sheldon, Iowa
Residents of th
area will pray
night at a spe
in the First
former Ch

The Shelo
Association,
about a lac
northern Iow
persons of
tions to t
one-hour

in Iowa for rain

ternational

e Sheldon
for rain to-
cial meeting
Christian Re-
urch.

on Ministerial
concerned
of rain in
a, has invited
all denomina-
ake part in the
prayer meeting.

Financier sued to recover loan

United Press Intern ational

Los Angeles, Calif
San Diego fir ancier C.
Arnholt Smith was sued
for $1.24 mill ion Tuesday
by a Kansa s bank that
said he faile d to repay a
$1.15-million loan made in
July 1973 fo 90 days.

It wa s the latest claim
agai st the crumbling fi-
nanc al empire of Smith, a
clos friend and financial
sup porter of President
Nix on.

2. Give each half of the story to a different student and ask them to complete the article using the information on their scrap as a guide.

3. After they return their half of the original news story, put both halves back together and then compare the original story with the two stories given you by the other students who each had only half of the original to work from.

4. Discuss with both students the problems they had in trying to write a complete story with only half of the information available.

ACTIVITY 22

NEWSPAPER INTERVIEWING

1. You are a news reporter assigned to write a story about a particular person. Choose a person in your class you do not know very well. Write a list of ten questions you would ask in order to get to know the person.

2. Interview the person using the ten questions and other questions that might occur to you during the interview.

3. Use your interview "facts" to write a news feature story about this person and his background (find a feature story about a person to use as an example from the sports, women's, business sections of the paper). Include in your story one "imaginary fact" that you make up.

4. If possible, use a Polaroid camera to take a picture of the person to include with your story. Have your person pose or act out one of the "facts" you will use in your story. (Example: playing chess, combing hair, talking to another student, holding a golf club, etc.)

5. Show your finished story to the person you originally interviewed. Did he or she discover your "imaginary fact"? What are his or her comments about the original facts given in the interview? Did you distort? Omit?

6. Share these "news features" with other class members.

ACTIVITY 23

WHAT'S SHE SAYING?

1. Show the students the above picture or one similar to it which you have cut out of the paper. Or, collect several pictures, choosing examples which show: a black woman; a black man; a white child; an Indian man; a white woman; a foreigner, etc.

2. Ask the students to write a short speech imagining what the person in the picture is saying.

3. Have them read their speeches aloud to each other. If you have several pictures, you might give one to each group of 5-7 students, have them all write their imaginary speeches individually and then share their writing with other members of the group.

4. After the discussions, read aloud the copy which went with the story or stories.

Example:

Angela Davis leads civil-rights march

Angela Davis addressed protesters who gathered in Raleigh, N.C., Thursday for a march designed to "relight the fires" of the 1960s civil-rights movement. Miss Davis, with help from the Rev. Ralph Abernathy, far left in photo, and Clyde Bellecourt, director of the American Indian Movement, third from left, organized the march as a protest against North Carolina's death penalty. The protest was dedicated to the slain Mrs. Martin Luther King Sr. Between 3,000 and 10,000 people took part in the march, and though 1,000 national guardsmen had been put on alert in case of violence, the protest was peaceful.

5. Compare what they wrote with facts in the story. Talk about any possible stereotyping which showed up based on their preconceived notions of women, blacks, Indian children, foreigners, etc.

ACTIVITY 24

DEAR ANN, DEAR ABBY

Materials Needed: (A) Enough half-sheets of paper numbered 1-30 for each class member.
(B) A large pile of half-sheets of paper, blank on at least one side.

1. Hand out half sheets, one to each student, numbered 1-30 in advance by you.

2. Ask the students to write a Dear Ann or Abby letter describing: a dating problem, family problem, school problem, drug problem, etc. You may structure the assignment by sticking to a specific theme or by telling the students any problem is acceptable to write about.

3. Tell the students to sign their problems with pseudonyms such as those used in the actual columns: "Resigned in Reno" or "Worn-out in Witchita".

4. Redistribute these student written problems, giving one to each member of the class. Arrange piles of clean half-sheets of paper close to the students. Each student is to write answers to as many problems as she or he can in an hour, using a separate half-sheet for each problem answered. Tell the students to be sure to put the number of the problem they are answering in the top right hand corner of the sheet. They are to sign their answers with their real names. Your role is to re-distribute problems as students finish writing answers and to collect the answers as they are written.

5. Before the next day, ask a student or aide to arrange all answers to each problem in separate piles. They will be able to do this because all the answers to Problem #1, for instance, will have a #1 in the right hand corner. Paper clip these piles into packets.

6. Divide the students into groups of five. Give each group a packet - a problem with its 5 or 6 answers. Ask the students to have someone read the problem and take turns reading the various answers. Discuss the answers. Decide which is the best. Star that answer.

7. When a group is finished with one packet, give them another until all groups have read and discussed all problems and their answers.

ACTIVITY 25

PARODYING

1. Have students collect the following short columns from the daily newspaper for a week: Robert Smith's column; Mr. Fixit's; Margaret Morris'; Ann Lander's;Jeane Dixon's. Each student should read all five columns daily.

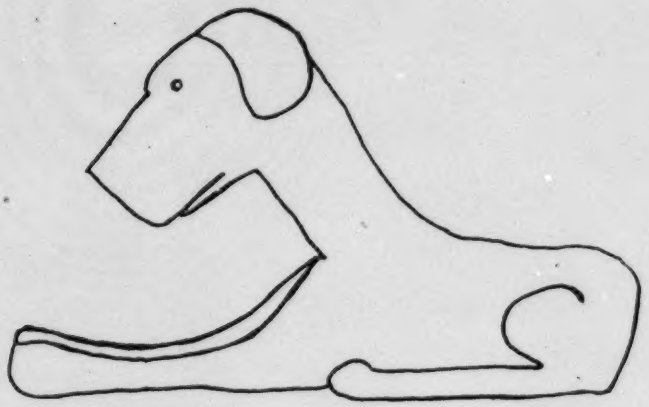
2. Have the students answer the following questions after they have read the columns (either daily or at the end of a five day period).
   (A) Who does the columnist write about?
   (B) What subjects does the columnist write about?
   (C) Why does the columnist write; i.e. What is he or she trying to accomplish in the column?
   (D) How does the columnist go about accomplishing his or her goals? What appeals does he or she make?

3. After all students have examined all five columns, bring the class together for discussion. Create a chart on the board using the answers the students have written on their hand-out sheets. Try to clarify the distinguishing character of each column.

4. Use the following parody from Thurber's "The Pet Department". Read it aloud. Talk about why it's funny.

THE PET DEPARTMENT

James Thurber



Q. No one has been able to tell what kind of dog we have. I am enclosing a sketch of one of his two postures. He only has two. The other one is the same except he faces in the opposite direction.

Mrs. Eugenia Black

A. I think that what you have is a cast-iron lawn dog. The expressionless eye and rigid pose are characteristic of metal lawn animals. And that certainly is a cast-iron ear. You could, however, remove all doubt by means of a simple test with a hammer and a cold chisel, or an acetylene torch. If the animal chips, or melts, my diagnosis is correct.

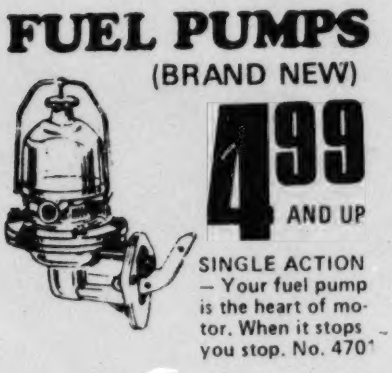
COPR. © 1931, 1959
James Thurber from "The Owl in the Attic - And Other Perplexities", published by Harper and Row. Originally printed in The New Yorker.

5. Ask the students to choose one of the five columns to parody. Encourage them to imitate the style of writing in the original column but exaggerate in their choice of problems and people and details.

ACTIVITY 26

ADVERTISEMENT FOR MYSELF

1. Decide on a metaphor which fits you (some product which you think could be a symbol for you).



2. Write an ad offering yourself for sale as if you were a product like the above, or like a piece of jewelry, an automobile, a house, etc.

Example: For sale, priceless diamond, glitters in the dark, seems to breathe and pulsate when rubbed. Gigantic in size; showcase item.

ACTIVITY 27

FAMILY LIFE THROUGH THE COMICS

Write: My mother is like/unlike the following comic strip characters _____, because _____.

(A) Blondie
(B) Lois
(C) Ms. Caucus
(D) Hagar's Wife
(E) Mary Worth

Write: My father is like/unlike the following comic strip characters _____, because _____.

(A) Judge Parker
(B) Rex Morgan
(C) Hagar the Horrible
(D) Hi
(E) Doonesbury

ACTIVITY 28

SEQUENCE

NEWSPAPER ARTICLE

1. Find a short news story (about ten paragraphs) that you think is interesting.
2. Cut it up into its separate paragraphs.
3. Place the pieces in an envelope and exchange them with your partner.
4. Take the pieces from your partner's envelope and arrange them in what you feel is the proper sequence.
5. Paste the pieces in that order on a sheet of construction paper.
6. Compare your sequence with the original article in the newspaper. (Look at your own copy of the newspaper or ask your teacher for her copy of the paper.)

COMIC STRIPS

1. Cut apart a favorite comic stip and exchange it with another person in the class. Experiment with them to find several sequences that make sense. Rewrite the dialogue if necessary.
2. Share and discuss your findings with your original partner.

MORE: CONDENSING A STORY OR COMIC STRIP

1. Cut up another article by paragraphs. Exchange envelopes with a different partner. This time, try to eliminate as many paragraphs or sentences as you can while still keeping the sense of the story.
2. Collect one week's worth of a comic strip which has a continued story-line. (Mary Worth, Judge Parker, Mark Trail, etc.) Cut apart the panel boxes, then eliminate as many boxes as you can without distorting the story line. Paste your condensed version on a piece of construction paper. Compare your version with the full week's version. Discuss your discoveries with your partner.

ACTIVITY 29

ELABORATIVE THINKING EXERCISE

1. Write on the board the first lines of a short news story (like the lines boxed in below).

LOWPOINT, Ill. (IPI) — Delivery truck driver Pat Kellerstrass, 18, told police he was trying to shoo a wasp away from his face and lost control of his truck on Illinois Hwy. 89.

The vehicle careened off the road and crashed into a tree, smashing a refrigeration unit behind the cab.

Kellerstrass was shaken up, but not hurt.

The wasp stayed in the cab until it was driven out by a wrecker crew. State police trooper R. E. Fitzmaurice said, "I'd ticket the wasp if I could find it."

2. Ask the students to list all the possible things that might have happened following the event in the opening paragraphs. For example:

   (A) His truck collided with a busload of kids going to camp.
   (B) The wasp stung him on the neck, his throat closed up and he choked to death.
   (C) The wasp grabbed the wheel and successfully steered the truck to a stop at the side of the road.

   The idea is to get students to list as many possibilities as they can think of. (Suggestion: Give the students specific instructions such as: List 20 things that might have happened. This forces them to stretch. They'll thank you for it.) The longer their lists become, the greater the chances they will stretch into imaginative language and explode into poetry.

3. Read aloud to the class the original news story.

ACTIVITY 30

VOCABULARY BUILDING THROUGH THE NEWSPAPER

* 5 minutes each day

1. Before class, select any word from the newspaper which you feel the students will not recognize. Use different sections and features each day.

2. Write the word on the board and say it. Ask them to guess what the word might mean or refer to. Have them write five guesses. They should defend one or two of their guesses if they can.

3. Hand each student a copy of the newspaper. Tell them the section and page number where the word is in the paper. Have them look for the word whose definition they have guessed at. Ask them to read the article and then try to figure out what the word must mean, or have to do with. Write the guesses on the board. (They should give reasons for their guesses.)

4. Have a few in the class look up the dictionary definition and share it with the class. Discuss how the word fits into the article; how it's used in the article.

ACTIVITY 31

MAKING PREJUDGMENTS

1. Show the students a picture similar to the one included here (i. e. a picture that has been cut from a larger picture and leaves out part of the action).

2. Ask them to call out words which describe the man in the picture as they imagine him to be. Write the words on the board.

3. Ask them to speculate about why this picture is in the paper. Write these speculations on the board.

4. Now show the students the entire picture. Ask them to further speculate as to what is happening. Who is the man behind him? Why is he holding his hand up?

5. Read aloud to the students the news story describing what the picture is about.

6. Talk about the kinds of prejudgments the students made.

7. Ask the students to write three or four sentences beginning: "What I learned from this exercise_____."

Teacher Sheet

ACTIVITY 32

WORD PLAY/WORD STUDY

1. Find the same word in the newspaper that means different things in different contexts.
2. Show students examples.
3. Discuss their different meanings.
4. Have students list all the ways that each word can be used.
5. Find two articles (or picture captions) which use a word in two different ways. Example: have students read the two pieces shown and discuss the different meanings of the word "SWINGER".

Green-eyed monster No. 1 reason why swingers drop out

By ARTHUR SNIDER
Chicago Daily News

CHICAGO, Ill, — Swinging, boomed as the greatest boost to dull marriages since the four-poster bed, is now causi many couples to have s ond thoughts.

A questionnaire of 473 marlors showe of dropou

Dua sista ogi C

Associated Press

SWINGER—Cardinal Humberto Medeiros got a push recently when he visited the Catholic Charitable Bureau's summer camp for underprivileged children at Nantasket Beach, near Boston.

ACTIVITY 33

INDIANS IN THE NEWS --- INDIANS IN POETRY

1. Ask the class to collect articles from the newspaper for one or two weeks, on Indians.

Sidewalk Indian' less than credible

By Gerald Vizenor
Of the editorial page staff

Mel Ellis seems to have reversed the romantic flow of imaginative literature about tribal people leaving reservations to live in urban centers.

Fictional character Charley Nightwind grew up in Milwaukee without knowledge of his tribal identity and chased back to the reservation where he finds salvation in less than a week. The reversal reflects the radical ban tribal idealism of what life is like back vation.

Nightwind is the principal cha
," a new n by Ellis. Ni
tric d dra

2. Ask them to compare the view of Indians in the poem with the view of Indians in the newspaper articles.

INDIANS
John Fandel

Margaret mentioned Indians
And I began to think about Indians-

Indians once living
Where now we are living-

And I thought how little I know
About Indians. Oh, I know

What I have heard. Not much,
When I think how much

I wonder about them,
When a mere mention of them,

Indians, starts me. I
think of their wigwams. I

Think of canoes. I think
Of quick arrows. I think

Of things Indian. And still
I think of their bright, still

Summers, when these hills
And meadows on these hills

Shone in the morning
Suns before this morning.

3. Ask them to compare both views with what they know from personal experience with Indians.

ACTIVITY 34

MALE-FEMALE ROLE STEROTYPING IN ADS

1. Cut out 5 ads from the newspaper which include pictures of people.

2. For each ad, answer the following questions:

   (A) Toward whom is the ad directed?
   (B) How many women are shown in the ad? How many men?
   (C) What are the people in the ad shown doing?
   (D) How would you describe the way in which the women are portrayed? The men?

3. List all the conclusions you can draw about men's roles and women's roles in our society from the way men/women are shown in these ads.

ACTIVITY 35

IMAGES OF MEN AND WOMEN IN THE COMICS

1. Ask the students to collect the following comic strips for two weeks. Assign one group of three students to each comic strip collection.

   (A) Doonesbury
   (B) Judge Parker
   (C) Blondie
   (D) Mary Worth
   (E) Beetle Baily
   (F) Andy of England
   (G) Hagar the Horrible
   (H) Hi and Lois
   (I) Dr. Smock
   (J) Rex Morgan

2. Each group should use the strips collected in answering the following:

   (A) How many of the characters are male? How many female? (Include children.)

   (B) What adjectives could you use to describe the males in the strips? The females? (Write as many as possible.)

   (C) What stereotypes are revealed in the strip, both of men and of women? List and discuss.

3. Have each student group prepare a report on their findings to be given orally to the whole class.

ACTIVITY 36

ANTI-SMOKING AD CAMPAIGN

1. Have the students collect cigarette ads from one week's newspapers.

2. Analyze the appeals used according to the following conventional propaganda techniques:

   (A) Bandwagon
   (B) Name-calling
   (C) Glittering generalities
   (D) Testimonial
   (E) Plain folks
   (F) Card stacking
   (G) Transfer

3. Have students create their own anti-smoking ads which are parodies of the cigarette ads they analyzed in the paper.

MORE:

1. Ask the class to make a list of:

   (A) All the reasons the newspaper should not advertise cigarettes.
   (B) All the reasons the newspaper should advertise cigarettes.

2. Discuss the reasons with the whole class. Write a letter to the editor of either The Star or the Tribune expressing the class opinion on newspaper cigarette advertising.

ACTIVITY 37

ADVERTISING

1. Choose a slogan (example: Introducing America's Friendly Giant) from a newspaper display ad. The meaning of the slogan alone (without the remainder of the ad copy) should be ambiguous.

2. Project the slogan alone on an overhead --- ask the students to search newspapers for ads and list all products that the slogan might apply to.

3. Show students the actual product that the slogan refers to (example: Seagrams 7) --- ask the students how the slogan does relate to the specific product. (Example: List what's "friendly" about liquor, and what's unfriendly.)

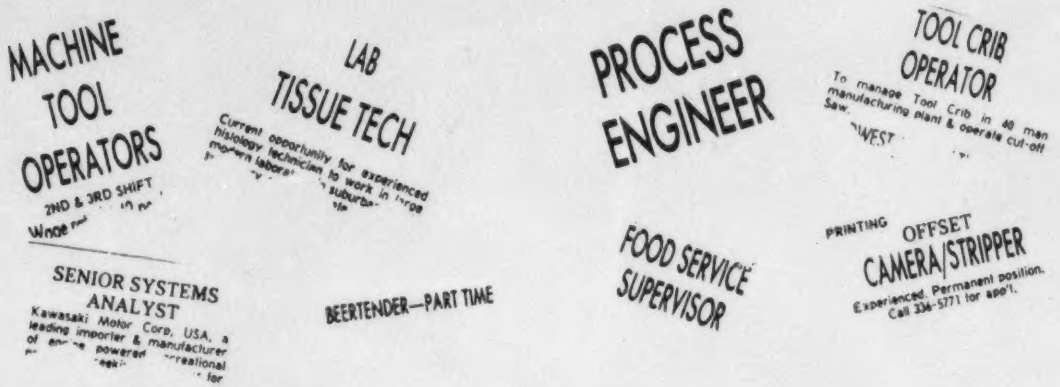
MORE:

Look for specific articles, features and other information which discusses how a light or moderate drinker could turn into an alcoholic. Do a survey in your school asking students: Have they had a drink? If so, how much? When? Who are they with when they have a drink? Etc.

ACTIVITY 38

WHAT DO THEY DO?

1. Have the students compile a list of strange sounding occupations from the "Help Wanted" section of the classified ads.



2. Ask them to pick one and write a short paragraph describing what they think such a person does. These paragraphs can take the form of wild fantasies or they can be serious, straight-forward attempts at guessing.

3. Have them research the particular job (s) by writing letters of inquiry, by using career guidance resources in the library, by interviewing for the job, etc.

ACTIVITY 39

GETTING TO KNOW YOURSELF THROUGH THE NEWSPAPER

1. Ask the class to go through the paper cutting out words and phrases from headlines and ads which describe themselves.

2. Have them divide their words into two categories: things they like about themselves and things they dislike about themselves.

3. Students then rank order the clipped words and phrases under each column heading to show which they most like/dislike and paste them under the two columns in that order.

Example:

Things I Like About Myself	Things I Dislike About Myself
changing *alert* **bold** **"WILD AND WEIRD"**	Wary sad **unhappy** *big*

MORE:

1. Have students clip words and phrases that could describe "how they would like to be". Write a short composition elaborating and exploring this theme.

2. Students could check their word lists with classmates and family to see how their perceptions of themselves agree with the perceptions others have of them.

ACTIVITY 40

WHAT TO DO WITH AN OLD NEWSPAPER

1. Give each student an old newspaper (6 months or older) and a current one.
2. Have them look through the old copies then the current ones. Ask them to make a list of all the old stories (from six months ago) that are still in the news now.
3. Ask them to predict which stories will still be in the news six months from now.
4. Have students sign their predictions and check the news again in six months to see who the class "seers" were.

MORE:

1. Ask the students to make a list: 100 things to do with an old newspaper.
2. Select items from the list to use in making more individual activity cards.

ACTIVITY 41

YOU ARE THERE

1. Find a news story similar to the one shown.

Mugger chooses the wrong victim

United Press International

Chicago, Ill.
Judy Widmer was soaked with blood, but she pedaled her bike as fast as she could in stubborn pursuit of the man who had just attacked her with a 36-inch chain in Lincoln Park.

Dozens of joggers, bicyclists and pedestrians shrugged at her screams for help and went about their business.

Moments before, as the 25-year-old law clerk in the Illinois Appellate Court pedaled home from work Friday a young man leaped into her path and swung at her with the chain.

"He threw it at me like a whip and it wrapped around my head about four times," Miss Widmer said. "The lock hit my ear. I thought I was dead. I was a little woozy for a couple of seconds but my bicycle kept going and I didn't lose my balance."

The man grabbed at the bike, but Miss Widmer pulled away. He backed off and started to run.

"I'm sort of a strange person," Miss Widmer said. "My first reaction was, 'If this man comes after me again, he's going to kill me.' Then I thought, 'What's going to prevent him from going after somebody else?' I was mad as hell. He hurt me. I have this pugilistic streak in me that said, 'Go after him.'"

The suspect and Miss Widmer raced past a woman reading a newspaper on a park bench, guards taking down a flag at the Academy of Sciences, and a bus stopped at an intersection outside the park.

"For God's sake, won't somebody help me?" Miss Widmer cried.

The woman went on reading her newspaper, the guards finished taking down the flag and the bus continued along its route.

"It was the most frustrating feeling I've ever had in my life," Miss Widmer said. "People looked up at me like, 'What's this crazy woman doing?"

The breathless suspect turned up an alley and Miss Widmer followed. Suddenly, the two were alone again. The attacker turned and approached her.

"He started coming at me," she said. "There was nobody behind me.

"I said, 'O.K., everything's cool. I'm not going to do anything to you. Just put the chain down and get out of here." He believed me for some reason."

As the man started to back away, Tom McNamara, 30, and another man rounded the corner and quickly overcame the suspect.

2. Create a series of role-playing exercises or writing assignments similar to the following:

   (A) You're a person sitting on a park bench when Judy Widmer says, "For God's sake, won't somebody help me?" What would you do?

   (B) You're a person sitting in a bus that goes by and you see the man attacking Judy Widmer with the chain. What would you do?

   (C) Make a list of all the reasons a person watching might not (or should not) stop to help Ms. Widmer. Make a list of all the reasons why such a person would (or should) help. Compare lists. Make your decision based on the lists. Tell what you would have done in a short paragraph. Give all the reasons.

ACTIVITY 42

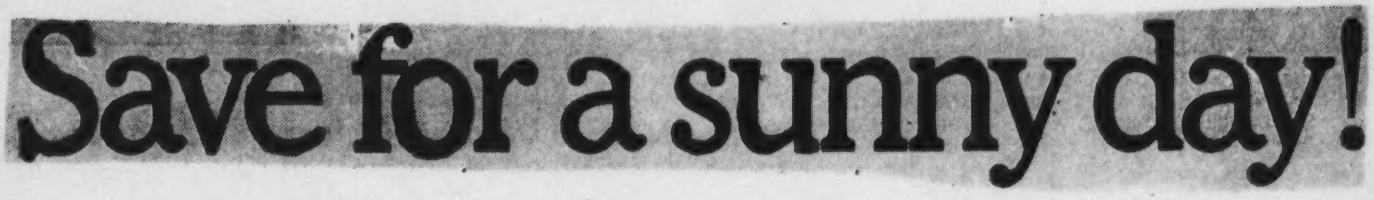
CARTOON CAPTIONS

1. Give each student a copy of the same Dennis the Menace cartoon (without the caption).
2. Ask the students to write a caption for it.
3. Write these captions on the board and discuss them.
4. Vote on the best.
5. Show class "real" captions by the artist.
6. Discuss: Which is funnier---class winner or the artist's caption? Why?

ACTIVITY 43

AD SLOGANS

1. Here is an advertising slogan which is a take-off on an old saying:



2. Think of several old sayings you know:

   (A) A penny saved is a penny earned.
   (B) A fool and his money are soon parted.
   (C) Don't count your chickens before they are hatched, etc.

3. Rewrite the old saying as an advertising slogan and use it for an imaginary product which you create.

4. Write an ad for your new product using your slogan.

5. Illustrate the ad with drawings of your own or combinations of pictures you cut from the newspaper.

ACTIVITY 44

FINDING ANSWERS IN THE NEWSPAPER

1. Say to the students: "If you could have the answers to 3 questions, any 3 questions, what would they be?" Encourage them to think carefully before they write because they get only 3 questions, no more.

2. Collect the questions. Write them on a large sheet of newsprint with a magic marker so all the class can see what you're writing. Eliminate duplicate questions.

3. Tell the students that they are to decide on 3 class questions which they think they might find at least partial answers to by reading articles in the newspaper. Talk about what kinds of questions these might be.

4. Then tell the students they are also to choose a question that is important to them individually which they think reading the newspaper might help to answer. This question becomes the INDIVIDUAL QUESTION.

5. Say to the students that each day for the next two weeks (or however long you plan to have them reading the newspaper) they are to look for articles that give partial answers to one or more of the CLASS QUESTIONS. Whenever they find such an article, they are to cut it out and place it in a box labeled by you for that question. They are also to look for articles that pertain to their INDIVIDUAL QUESTION. These should be placed in a folder kept by each student.

6. At the end of the allotted time, divide the students into 3 groups and give each group one of the boxes containing articles which pertain to the CLASS QUESTIONS. The group works together to read the articles and evaluate the information. They are to write a report describing the articles and telling in what ways they answered the CLASS QUESTION.

7. Each individual student reads through the material in his or her personal folder and writes a paper in which he or she:
   (A) Describes what he or she learned from the newspaper articles.
   (B) Evaluates how satisfied he or she is that the question has been answered.
   (C) Explains what has been left unanswered.

8. After the entire project is completed, talk with the students about some of the following issues:
   (A) What kinds of questions did the newspaper seem best able to answer?
   (B) How well did you select the CLASS QUESTIONS and INDIVIDUAL QUESTIONS? Knowing what you do now, would you have changed your questions in any way?

ACTIVITY 45

PUBLISHING A CLASS PAPER - TWO APPROACHES

1. Divide the class in half.

2. Instruct the students that both of the above groups will be expected to publish a four-page class newspaper at the end of this activity.

3. GROUP #1 - is to be organized with everyone having an equal say as to the content, make-up, and format of the group's newspaper. Decisions are to be made only by group consensus.

   GROUP #2 - is to be organized along the lines of a typical newspaper. There must be an Editor, Copy Editor, Reporter (s), Clerk (s), etc.

4. Establish a deadline for the completion of the project.

5. Have the class discuss and evaluate the experiences of both groups in accomplishing this task. Focus on: frustrations, communication, interpersonal relationships, cost/time efficiency, and the quality of the two products.

INDEX

The activities indexed here work to increase a student's language awareness by enhancing his freedom and facility in languaging: the cornerstone of reading, writing and learning.

The numbers indexed here refer to the activity numbers not page numbers.

I. FOCUSING ON POETRY

(A) Exploring poetry forms:

1. finding, shaping, reading a poem with refrain designed for choral reading: 10
2. writing a collaborative celebration poem in Carl Sandburg's style: 4
3. designing collage poems using one's own "found" words: 7; using someone else's "found" words: 7
4. discovering and arranging a found poem: 5
5. reading, exploring and writing limericks: 6
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CONCEPTS TO BE TAUGHT ABOUT NEWSPAPERS

1. That news is impersonal, neither bad nor good. Judgments about what is bad news or good news are usually made on a relative basis by the reader.

2. That most newspapers because they serve in an adversary role need certain Constitutional protections. That government and newspapers frequently clash -- and should. (Compare with societies where clashes do not occur.)

3. That "truth" is difficult to ascertain with absolute certainty.

4. That newspapers should represent impartiality. (Do they? How do they manage it, if they do?)

5. That political and social values can be ascertained from examinations of newspapers.

Note to the teacher: Develop more concepts from which you can derive specific objectives for your use of the newspaper.

THREE TEACHING STRATEGIES FOR USING NEWSPAPERS

I. Unit approaches for a trimester or shorter

(A) Topical or thematic, using the newspaper as either a primary or secondary source: e.g. Crime (topical); The Abuse and Misuse of Power (thematic).

(B) Units like "Reading the Newspaper - A Social Study"; or "Reading the Newspaper - A Language Art". (Here you stress the skills and content in each discipline.)

(C) Unit on the newspaper itself: its organization, its parts, its style, its purpose, its staff, its operation.

(D) Units emphasizing concepts: the difference between reporting and editorializing; the distinction between freedom and license; interpretations of social responsibility and reporting responsibility.

II. Integrated with other units or with daily activities

(A) Examples of integration with other units: a literature course concentrating on family relations finds ideas and attitudes about divorce and changing marital and sexual styles in newspapers; a social studies class examining social and economic conditions in the ghetto locates newspaper items that embellish and perhaps illuminate other available data.

(B) Examples of integration with daily activities:

---science questions about nutrition, care of plants, or space travel;

---mathematics and the spending of money for food, for automobiles, for anything, ascertaining what are luxuries and what are necessities and how relative these are to income; examining sales prices, price increases; discovering articles pertinent to money matters;

---art and recreation: the reviews, the advertisements, the features, the places to go and things to do.

III. Newspaper Learning Station

Students self-select learning activities that lead them to explore ideas and to develop skills.

GLOSSARY OF NEWSPAPER TERMS

AP, UPI, NYT:	Associated Press; United Press International; New York Times, international news wire services.
Banner:	A page-one headline stretching across the full eight columns of the paper.
Byline:	The name of the writer appearing above a news article.
Column:	A signed analysis or opinion article: the viewpoint represented being solely that of the writer. Example: Robert T. Smith; Jim Klobuchar.
Credit Line:	Provides the source of a news story on a non-local or non-byline news report. Credit lines usually refer to the issuing wire service: AP, UPI, etc.
Cutline:	The caption beneath a news photo.
Editorial:	The unsigned opinion or position of the newspaper as an institution, which it stands behind. Editorial opinion or commentary has no place in a "hard news" story.
Feature:	An article written in a looser style than a "hard news" story. The focus is generally on human interest and to entertain.
Hard News:	A factual report of a news event (s) that involves only the necessary background information to make the story useful to the reader.
Lead:	The opening paragraphs of a news story containing the essential facts and information. Pronounced: leed.
Logo:	Also called nameplate. The name of the newspaper as it appears at the top of page one.
Story (News Story):	Any article other than an editorial, column, or an advertisement.

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NEWSPAPER "RULES"

Most good newspapers observe basic journalistic guidelines or rules similar to the ones below. They do this to protect their readers and their own reputations.

1. Report the news fully and impartially in the news columns.
2. Express editorial opinions only in the editorial column or on the editorial page.
3. Publish all sides of important issues.

NATIONALLY AND INTERNATIONALLY KNOWN NEWSPAPERS PRINTED IN ENGLISH

Many times class projects involve comparing different newspapers from a preselected date. It is suggested that, if you send for a copy on a specific date, you address your request to the Circulation Manager, or Promotion Manager. Also, it would be wise to enclose 25¢ to cover return postage.

U.S. Newspapers

1. The New York Times
   229 W. 43rd Street
   New York, N.Y. 10036

2. The Chicago Tribune
   435 N. Michigan Avenue
   Chicago, Ill. 60611

3. The Los Angeles Times
   202 W. First Street
   Los Angeles, Calif. 90802

4. The St. Louis Post-Dispatch
   1133 Franklin Avenue
   St. Louis, Mo. 63101

5. The Atlanta Constitution
   10 Forsyth Street N.W.
   Atlanta, Ga. 30303

6. Louisville Courier-Journal
   Sixth and Broadway
   Louisville, Ky. 40202

7. The Houston Chronicle
   Main and Travis
   Houston, Texas 77002

8. Baltimore Sun
   Calvert and Centre Street
   Baltimore, Md. 21202

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9. Washington Post
1515 L. Street N.W.
Washington, D.C. 20005

Foreign Newspapers Printed in English

1. Manchester Guardian
Manchester, England

2. The China Mail
Hongkong

3. Athens News
Athens, Greece

4. Hindustan Times
Delhi, India

5. The Yomiuri
Osaka, Japan

6. Courier Mail
Brisbane, Australia

7. Bangkok Post
Bangkok, Thailand

8. Ethiopian Herald
Addis Ababa, Ethiopia

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Student Pamphlets and Teacher Aids

1. "How to Have Fun and Profit From Reading Newspapers" - for the student.
2. "The Newspaper in the Elementary Classroom" - for the teacher.
3. "The Newspaper in Secondary English and Language Arts" - for the teacher.
4. "The Newspaper in Secondary Social Studies" - for the teacher.
5. "The News Story - From Planning to Print" and "Letters From The Editor" - for students and teachers studying the newspaper.
6. "Bike Rider Today---Car Driver Tomorrow" - for elementary students.
7. "The First Edition" - a reprint of the first Minneapolis Tribune (1867).
8. The New York Times School Service - for students and teachers.

    * School Weekly - a weekly review of the news
    * Background Reports - indepth case studies
    * Current Affairs Quiz - monthly quiz
    * Youth Scene - pop art, rock music, etc.
    * College and Career Report - oriented to career education

Filmstrips/Visuals

1. "Do You Know This Man?" - how to use a newspaper effectively.
2. **"Our New World of Newspapers."**
3. Current Affairs Filmstrips - issue oriented.

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2. Plant tours for school classes.

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